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AUTHOR Harari, Maurice
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ABSTRACT

The Center for International Education was designed to stimulate, plan, organize, develop, and administer a series of programs and services to deepen the international dimensions of the instructional, research, and public service functions of the California State University at Long Beach. It works with varied university constituencies, the community, external agencies, and overseas institutions in the fulfillment of the university's international mission. Program priorities include: (1) internationalization of the curriculum; (2) services for foreign students at the university; (3) assistance in administering and broadening study abroad programs; (4) promoting international exchange of students and faculty; (5) promoting cooperative programs with the local business community, K-12 teachers, and the international community council; (6) administration of an American language institute to assist non-native speakers with language needs; (7) promotion, assistance, and administration of international faculty exchanges; and (8) promoting international and intercultural understanding on campus through a variety of educational programs. (MSE)

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SUBMISSION TO AASCU/ERIC MODEL PROGRAMS INVENTORY

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

Abstract:

The Center for International Education (CIE) represents a new and successful paradigm in integration and mutual reinforcement of all the international strands of a university, possibly unique at this time in scope and concept in U.S. higher education. While the CIE represents a major innovation in itself organizationally, it has also specialized in innovating within each of its inter-related facets and between them: internationalization of the curriculum, cooperative ventures with international business, partnership with K-12 schools on a regional basis, international linkages,, the structured international enrichment of the curriculum and the community through international exchanges and a diversity of workshops, seminars and more informal arrangements.

Introduction:

Included in the Description to follow is a summary of the development and implementation of the plan to internationalize a large state university such as CSULB. The internal organization and delivery of services was conducted against a conceptual paradigm which is also included in the Description below.

Background:

The Challenge of Internationalizing Higher Education is a continuous one confronting all of our universities and colleges,

public and private,, large and small. The CSULB efforts represent a systematic effort to internationalize itself through a variety of organizational and programmatic means, including the curriculum and exchanges.

Description:

(Section below reproduced from *Occasional Report Series on the Internationalization of Higher Education, Report #1 "Effecting Institutional Change in the Curriculum and Campus Ethos" by Maurice Harari, Dean, Center for International Education, California State University, Long Beach.

*Please find enclosed a copy of this publication

5. The International Integration Wheel of CSULB

Our experimentation at CSULB between 1983 and 1989, best described by the attached paradigm (Appendix A) embodies by and large the philosophy and principles presented above. The Mission of the Center for International Education (CIE) at CSULB articulates and implements, in fact, the international commitment of that institution. The international mission was incorporated in the Master Plan of CSULB after endorsement by the Faculty Senate and Administration and the CIE was created in 1983 within the Academic Affairs Division to provide the locus of responsibility for the discharge of this responsibility. The current Dean was appointed in the summer of 1983 to head this new unit and he participates directly in the deliberations of the Deans' Council as well as the institution-wide Council concerned with the curriculum: the PEP (Planning and Educational Policies) Council. The Mission of the Center for International Education was studied and refined again in January 1989 and is reproduced as Appendix B.

The paradigm identifies, in the middle circle, the triad roles of a university: training, research and public service. The ten cones represent the present areas of responsibility evolved by the CIE. Conceptually and operationally, the paradigm is not linear but multi-dimensional. The programmatic accent of CIE is not only on quality services but on innovation through continuous exploration of:

a) how activities within each program cone can reinforce those in one or more of the others, and

b) how activities within each program cone can better contribute to, as well as be nourished by, the triad roles of the institution.

As can be readily seen, the agenda for innovation and mutual strengthening is almost limitless but what has made the crucial difference for CSULB is the conscious and sustained pursuit of organizational and programmatic devices aimed at mutual strengthening and integration. Practically all the curricular options identified earlier in this paper have been or are being carefully investigated.

Organizationally speaking the entire CIE represents in itself an interesting paradigm for integration and efficiency—at least for the CSULB type and size of institution. In institutions with longer histories and more established fiefdoms, change might have proved more difficult to achieve. It is only fair to say that there were initial obstacles and that resistance to change which is so much a part of human nature had to be gradually overcome both within the CIE staff as well as outside it, but the teamwork that has resulted is a tribute to the staff and to the faculty.

With respect to staffing, most universities the size of CSULB have as many staff and often more than does the CIE but quite often this staffing is fragmented in separate campus jurisdictions with consequent loss of communication and cooperation amongst them. Thus we see time and again the foreign student adviser working separately from the international admissions office and from the study abroad office and all three working separately from those responsible for a program of English as a Second Language, or an international development contract overseas, or from committees focusing on internationalizing the curriculum or developing partnerships with the business community or the K-12 schools in the international area. The accent of the CIE is on maximizing communication, planning and effective implementation of all aspects of international education. In addition to all operations being housed in the same area under the same leadership, various infrastructure committees ensure immediate communication and sustained collaboration.

The CIE now works closely with over 100 faculty members who collaborate on a voluntary basis in internationalizing the curriculum and in international university linkages. The fact that the CIE is also responsible for the evaluation and admission of international students, their orientation and counseling, and the administration of an American Language Institute, represents in itself something of an organizational innovation in U.S. higher education. This becomes all the more so when it is realized that CIE also works closely with the business community and with the K-12 schools in mutually beneficial programs at home and abroad. The integration and mutual reinforcement efforts of all these services and programmatic activities within the same unit in a university has made an enormous positive impact on the international ethos of the institution.

As a result of its efforts and with the assistance of the 'Agents of Change', identified at the top right of the diagram, CSULB has been able to achieve a number of tangible results and to obtain recognition and support. Amongst others, interdisciplinary faculty seminars on international themes were launched and a number of international interdisciplinary programs and functional concentrations have been or are in the process of being introduced in the curriculum. Linkages were established with some 30 institutions around the world. The CIE received in 1986 the Mitau Award for Innovation and was recognized and funded as an 'International Resource Center' for K-12 teachers by the State of California through Stanford University. The CIE has organized and implemented a series of national educational conferences dealing with such key issues as 'the internationalization of the undergraduate curriculum', the 'internationalization of business education', 'hunger, population and development' 'U.S.-ASEAN Relations', 'U.S.-Japan Relations', 'Foreign Languages and International Studies'. A number of interesting programs are currently developing in the international student exchange area with a view to the contribution which this international strand of the campus can make to the curriculum and the community. Partly encouraged by the strong international commitment of the institution at the leadership and faculty levels a donor has made possible the creation of a beautiful International House on campus which opened its doors in the summer of 1987 to its first 88 students. Experimentation with interfacing the international movement of students and faculty and the internationalization of the curriculum and the community will con-

tinue on campus and through International House but the principle adopted from the inception of the latter is to have each of the 44 double rooms in the House occupied by one American and one international student, thereby ensuring for both as maximal an immersion as possible in the culture of the other.

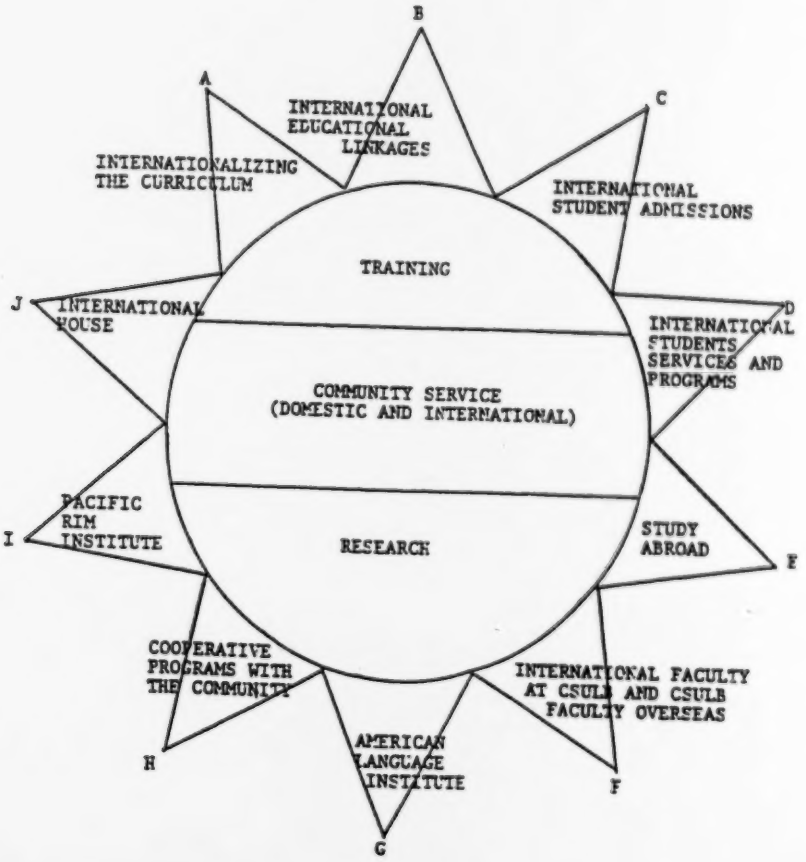
Above all, perhaps, CSULB has been blessed in having since the creation of its Center for International Education, two Presidents in succession at the helm who were most supportive of international education and appreciative of its vital role in the context not only of the curriculum but also in relation to fast-changing and vibrant business and demographic community trends. The international future of CSULB is bright indeed. In conclusion, the CIE is a paradigm which has proved rewarding for our type of institution in the context of its history, faculty interests and dynamics, resources, demographic trends and business interests in Southern California. Our model is not necessarily suitable for others and each institution needs to assess carefully its own unique situation, potential and resources. In our case we believe that despite our substantial progress there is still enormous room for innovation and strengthening. Our ultimate goal is the 'quality institutionalization' of the international dimension at CSULB—a laudable objective for any institution of higher learning aspiring to play a responsible role in our highly interdependent and multicultural world.

Appendix A

THE INTERNATIONAL INTEGRATION WHEEL OF CSULB
(The Center for International Education)

The Agents of Change

- The Faculty
- The Students
- The Community (Domestic & International)
- The Administration and the CIE



Appendix B

CENTER FOR INTERNATIONAL EDUCATION
MISSION STATEMENT

The Center for International Education is part of Academic Affairs and its mission is to stimulate, plan, organize, develop and administer a series of programs and services in the international area designed to deepen the international dimensions of the instructional, research and public service functions of CSULB.

The Center for International Education is a catalyst for change as well as a provider of services, it is an innovator and manager of programs, it is a unit at the service of the total university and it works with varied university constituencies, including faculty committees, schools or different clusters of schools and departments as well as with the community, external agencies and overseas institutions in the fulfillment of the international mission of the university. In short, the Center for International Education serves as the locus of leadership and responsibility for the international role and mission of the university, both internally and externally.

The program priorities of the Center for International Education are:

1) to help strengthen the internationalization of the curriculum.

2) to render all services needed relating to the admission, counseling, academic life and success of international students attending CSULB.

3) to assist CSULB students in study abroad programs and to create new opportunities for them as needed.

4) to promote selective international educational linkages with other countries with a view to creating opportunities for faculty and students to participate in direct exchange programs.

5) to promote cooperative programs with the local community with special reference to the business community, K-12 teachers and the International Community Council.

6) to administer an American Language Institute of high quality and to assist non-native English speakers with their language needs.

7) to promote, assist and administer as necessary the movement of CSULB faculty to other countries and that of foreign faculty to CSULB.

8) to promote international and multicultural understanding on campus through a variety of educational and cultural programs, including those held at International House.

Results:

As stated above, we consider our program a continuous one since any university of quality must continuously strive to internationalize itself through the curriculum, exchanges and other means. We have made considerable progress but our international potential is almost limitless.

Conclusions and Recommendations:

The Center for International Education (CIE) represents an organizational concept and program services complex which proved effective for our institution in the context of its history, faculty interests and dynamics, resources, demographic trends and business interests in Southern California. Our model is probably suitable to many but not necessarily to all institutions our size. Our ultimate goal is the "quality institutionalization" of the international dimension of CSULB.